



Overview:

The Intellectual Prep Protocol was designed to give teachers the opportunity to create, revise, and internalize high-quality lessons before delivering them in order to ensure that all students are getting excellent instruction.

→ Owners start here:

Owners are responsible for revising existing lesson plans and ensuring they are rigorous and complete. Lessons should be checked against the criteria below prior to Wednesday’s GLT meeting so content teachers are receiving high-quality lessons with ample time for intellectual preparation.

Owner Deliverable: If a lesson in DropBox does not meet these standards, owners are responsible for making appropriate changes, additions, or deletions and saving it in the correct school year folder with “17-18” at the end of the lesson title. Previous year original files should not be changed in DropBox.

Owner Protocol	
Component	Criteria
1. Clear Teaching Point	<ul style="list-style-type: none"> - Is there a clear, bite-sized teaching point that is aligned to a standard? - Is there a way to make this teaching point “sticky” so students remember it?
2. Rigor	<ul style="list-style-type: none"> - Is the lesson having students do the heavy lifting? <ul style="list-style-type: none"> o For reading, are the texts appropriately challenging and complex? Are the questions pushing towards higher-level thinking skills? o For math, is the aspect of rigor in the tasks appropriate to the standard? Are there problems to challenge our highest students?
3. Opportunities for Practice	<ul style="list-style-type: none"> - Are students “getting to work” quickly? - Are all students given the opportunity to practice or apply the specific teaching point?
4. Check for Understanding	<ul style="list-style-type: none"> - Does the lesson include ways to check for understanding during the lesson, and possible misconceptions? - Does the lesson have scripted model responses for key questions? If not, owner scripts model student responses for 1-3 key questions that help assess mastery. - Is there a way that teachers can evaluate student understanding at the end of the lesson? (If not, plan a CFU or exit ticket that allows you to assess class mastery.)
5. Logistics	<ul style="list-style-type: none"> - Could another teacher pick up this lesson and deliver it well? - Is the formatting of the lesson and the student practice clear and neat? - Are the materials available to both classes by the time of the lesson? - Does it have everything needed to deliver at the Lesson Briefing Meeting?

Note: Content areas are different and some questions may not apply as readily to some areas as other. E.g., a word study lesson may not have rigorous text to select. Use your judgment in using this framework as a guide!

→ **Content Teachers start here:**

The Intellectual Prep Protocol (IPP) is designed to give content teachers the opportunity to internalize, personalize, and differentiate a lesson before delivering it to the class to ensure that all students are getting excellent instruction.

Owner and Content Teacher Deliverable: Owners and content teachers should intellectually prepare for each lesson they teach **prior to teaching the lesson**, following the steps listed below. Evidence of this preparation should be apparent on a copy of the lesson plan (either hard copy or electronic) and available at the time of lesson delivery.

For additional support on steps 1-3, see the next page for an abbreviated version of Achievement First's subject-specific guidance for reading, writing, and math. *Consider this guidance on internalizing lesson plans, NOT a checklist of to-dos.*

Teacher Protocol			
Step	So that students...	So that the teacher...	How? (options)
Step 1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply	Know what they're focusing on and need to do by the end of the lesson	Has a clear target, and is developing expertise in the subject matter	-Highlight in your lesson -Script in your own words in margins -Sticky notes in text where you can re-emphasize
Step 2: Do the core tasks of the lesson to develop (or refine) exemplar student responses with clear criteria for success	Will have a set of tasks that are rigorous and targeted with a high bar for success	Knows how students will be getting to their target, and knows exactly what to push for in student answers/work	-Complete the tasks -Write an exemplar response -List your criteria for success in margins -Note what you're looking for in student work
Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions	Will be supported in order to get back on track quickly	Won't be flustered by misconceptions, and can address them in a thoughtful way.	-Sticky note (ex: subtracting can go in either order; main idea is the first sentence; plants aren't alive) -Scripted questions -Notes about scaffolds (ex: give Malaki linking cubes)
Step 4: Timestamp and refine based on recent data (yesterday's exit ticket; last week's quiz; etc.) and individualize for your classroom (name student groups, scaffolds, etc.)	Have targeted support based on their individual needs	Will utilize their time and their co-teaching resource to ensure kids are getting what they need	-Timestamp your lesson plan by writing how long each part will take -Cross out concept development section that kids already know -Add two additional powerpoint problems -Create fluency warm-up -Name the student groups on a sticky

Step 1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply*		
Reading Lessons	Writing Lessons	Math Lessons
<p>Review the lesson plan for the teaching point and try to articulate in your own words what students will be able to do if they are successful.</p> <p>Plan for the Think Aloud/Model/Guided Practice. Make sure the model/guided practice highlights the TP/Bottom Line clearly and tweak as needed to fit your students.</p>	<p>Synthesize the key points of the lesson in 1-2 sentences to describe the what, how, and why in the teaching point.</p> <p>Make sure the think aloud/model highlights the key points of the lesson.</p>	<p>Read the unit Big Idea, lesson teaching point, and the related CCSS.</p> <p>Note the aspect(s) of rigor the TP requires</p> <p>Read and highlight/annotate the concept development so you feel familiar with the flow.</p>
Step 2: Do the core tasks of the lesson to develop (or refine) exemplar student responses with clear criteria for success		
Reading Lessons	Writing Lessons	Math Lessons
<p>For the Think Aloud/Model: Note the key understandings scholars should take away from the model.</p> <p>Note what students should say in response to each question/prompt. Compare your ideas to what is written in the plan.</p> <p>For exit ticket/method of evaluation: craft an exemplar response.</p>	<p>(If Applicable) Plan the teacher model and plan the part that you will write in front students.</p> <p>Note specifically what you are looking for as you conference/circulate (this may be in your conference plan).</p>	<p>Answer the key questions (particularly hard concepts or exit ticket questions) and note what you're looking for in the student work</p> <p>Consider the strategies students may use, and how to push their thinking forward</p> <p>Consider how students will demonstrate the aspect of rigor you're looking for (for instance, a conceptual standard should require some evidence of conceptual understanding, not just an algorithm)</p>
Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions		
Reading Lessons	Writing Lessons	Math Lessons
<p>Annotate the lesson plan/text in places you anticipate to be tricky.</p> <p>Note potential scholar misunderstandings throughout the lesson.</p> <p>Note back pocket moves you can use to respond to likely scholar misunderstandings.</p> <p>Make a conferring plan. Note the conferring prompts you will use for each individual scholar.</p>	<p>Highlight any part of the model and guided practice where misconceptions might occur. Plan back pocket prompts to respond.</p> <p>Plan 2-3 potential mid-workshop interruption topics and the words you will use to address trends you expect to see.</p> <p>Make or update your conference plan.</p> <p>Plan for how you will track what you are seeing in conferences.</p>	<p>Note particularly challenging problems and concepts. Consider rehearsing your delivery or wording of these concepts.</p> <p>Prepare scaffolds and responses to student misconceptions and incorrect answers.</p>

*Achievement First created the table above to support teachers in subject-specific preparation. We are grateful for Achievement's First generosity in sharing its materials.